



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

325 E McKellips Road, Mesa, AZ 85201

Mesa Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Alternative School  
2001-02 N/A

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Paul Johnson  
Schedule : 7:30 AM to 3:30 PM  
Grades : 5-8  
2004 Enrollment : 67  
Web Address :  
Phone Number : (480) 472-5650  
Fax Number : (480) 472-5680  
E-mail : psjohnso@mpsaz.org

### Mission

The mission of McKellips Middle School is to assist students in their pursuit of improved behavior and academic skills. Improved behavior shall be measured by: Target goal sheets. Improved academic skills shall be measured by: MPS and state tests.

### School / Academic Goals

- ü All students enrolled for a minimum of 1 semester at MMS will demonstrate application of writing skills by composing a well-structured paragraph when given a teacher-selected topic, scoring a 1-point increase or maintain a 3 or 4 on a 4-point rubric.
- ü Improve math skills through assessment of entry-level ability and supplementing students' activities with daily reinforcement of needed skills. At the completion of enrollment at McKellips the student is post-tested to analyze skill improvement.

### Enrollment

October 1, 2003 School Year Student Enrollment : 37  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2003-04 : 0

## Instructional Programs

- Ü Individual Instruction
- Ü Behavior Modification Level System
- Ü Study Skills
- Ü Social Skills

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

Our school is responsible for academic instruction and focusing on improved student behavior. This is done through use of a daily behavior modification system. We provide support to community agencies when needed & produce school reports to parents.

### Parents

Parents need to communicate with the school on daily target sheets and monitor school homework. Also contact and return calls to teachers and administration plus attend conferences. Help students with our dress code and complete all necessary paperwork.

## Transportation Policy

MPS transports our students who live in the district boundaries west of Gilbert Road. We follow MPS bus rules and guidelines for student behavior.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	5809	76019	85	99	100	432	514	499	50	9	14	50	34	39	0	13	14	0	44	33
All Students (Prior Year)	NC	5726	76230	NC	98	100	NC	517	498	NC	6	12	NC	31	38	NC	13	12	NC	50	37
Female	--	2821	37207	--	99	100	--	514	499	--	8	12	--	35	41	--	13	14	--	44	33
Male	11	2979	38677	92	99	100	432	515	498	50	11	15	50	32	38	0	13	13	0	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	NC	1790	29458	NC	99	100	NC	490	480	NC	15	20	NC	48	48	NC	11	12	NC	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	--	263	4735	--	100	100	--	476	466	--	27	28	--	41	49	--	11	10	--	21	13
White	NC	3386	35880	NC	98	100	NC	529	515	NC	5	7	NC	26	32	NC	14	16	NC	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	NC	5190	66233	NC	98	99	NC	519	503	NC	6	11	NC	33	39	NC	14	14	NC	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	11	2753	35714				432	493	480	50	15	20	50	44	47	0	12	12	0	29	20
Non-Economically Disadvantaged	--	3056	40266				--	531	513	--	5	9	--	25	33	--	14	15	--	56	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	5803	76020	77	99	100	479	507	503	78	20	25	11	22	23	0	43	40	11	16	12
All Students (Prior Year)	NC	5721	76202	NC	98	100	NC	510	505	NC	11	19	NC	21	24	NC	53	46	NC	14	11
Female	--	2820	37213	--	99	100	--	508	504	--	17	22	--	21	23	--	46	42	--	16	13
Male	10	2973	38666	83	99	100	479	505	501	78	22	29	11	22	22	0	41	38	11	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	NC	1784	29442	NC	99	99	NC	496	494	NC	33	37	NC	26	26	NC	34	31	NC	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	--	263	4735	--	100	100	--	491	489	--	46	48	--	25	25	--	25	24	--	4	3
White	NC	3386	35890	NC	98	100	NC	513	511	NC	12	15	NC	19	20	NC	48	48	NC	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	NC	5186	66236	NC	98	99	NC	509	504	NC	16	23	NC	22	23	NC	45	42	NC	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	10	2745	35703				479	497	494	78	31	37	11	26	26	0	36	31	11	8	6
Non-Economically Disadvantaged	--	3058	40274				--	514	509	--	11	17	--	18	20	--	49	47	--	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	5771	75673	77	98	100	437	530	530	44	15	12	44	25	25	11	56	58	0	5	4
All Students (Prior Year)	NC	5622	74692	NC	96	99	NC	510	502	NC	12	18	NC	26	27	NC	53	47	NC	9	8
Female	--	2805	37099	--	98	100	--	549	548	--	10	8	--	22	22	--	62	64	--	6	6
Male	10	2956	38441	83	98	99	437	511	513	44	19	16	44	27	29	11	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	NC	1776	29305	NC	99	99	NC	495	507	NC	21	16	NC	33	31	NC	44	51	NC	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	--	261	4707	--	99	100	--	486	492	--	23	19	--	33	33	--	43	46	--	1	1
White	NC	3366	35760	NC	98	99	NC	549	550	NC	11	9	NC	20	21	NC	62	64	NC	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	NC	5166	65967	NC	98	99	NC	537	536	NC	12	10	NC	25	25	NC	59	60	NC	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	10	2731	35541				437	500	504	44	20	17	44	31	31	11	47	50	0	2	2
Non-Economically Disadvantaged	--	3040	40091				--	553	550	--	10	9	--	19	21	--	63	64	--	7	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	5673	75001	100	99	99	414	489	468	91	24	37	9	33	36	0	24	16	0	20	10
All Students (Prior Year)	20	5563	71167	74	98	99	433	480	463	63	24	38	26	41	41	11	23	14	0	13	7
Female	NC	2761	36846	NC	100	99	NC	489	468	NC	22	36	NC	36	38	NC	25	16	NC	18	10
Male	20	2908	37974	100	99	99	414	489	467	89	26	39	11	30	34	0	23	16	0	22	11
African American	NC	221	3720	NC	100	98	NC	468	446	NC	39	53	NC	31	33	NC	18	9	NC	12	4
Hispanic	11	1551	26675	100	99	98	416	462	448	90	40	52	10	37	34	0	17	10	0	7	4
Asian/Pacific Islander	--	136	1575	--	100	99	--	507	504	--	17	18	--	27	33	--	22	20	--	34	29
American Indian/Alaskan Native	NC	213	4731	NC	98	98	NC	450	438	NC	51	61	NC	32	30	NC	13	7	NC	4	2
White	NC	3539	37785	NC	99	99	NC	502	482	NC	16	25	NC	32	39	NC	27	21	NC	25	15
Students with Disabilities	NC	476	8802	NC	100	100	NC	421	418	NC	75	79	NC	21	16	NC	3	3	NC	1	1
Students without Disabilities	19	5197	66199	100	99	99	422	494	472	89	20	34	11	34	38	0	25	17	0	21	11
Limited English Proficient Students	NC	799	11710	NC	100	100	NC	454	429	NC	46	70	NC	37	25	NC	13	4	NC	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	18	2327	29814				412	464	448	94	39	53	6	35	33	0	16	10	0	10	4
Non-Economically Disadvantaged	NC	3346	45170				NC	505	479	NC	14	28	NC	31	38	NC	28	20	NC	26	14

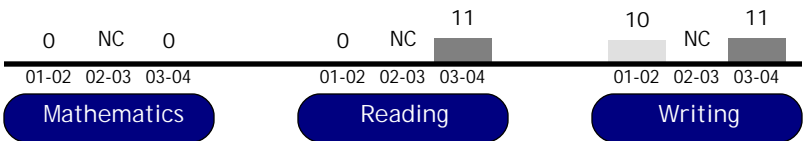
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	5674	74918	100	99	99	438	502	497	86	28	32	0	18	19	14	36	35	0	18	15
All Students (Prior Year)	20	5561	71100	74	98	99	468	507	502	53	20	25	26	20	21	16	44	40	5	17	15
Female	NC	2760	36805	NC	99	99	NC	507	501	NC	25	28	NC	19	19	NC	37	37	NC	19	16
Male	18	2910	37936	100	99	99	439	498	493	82	32	35	0	16	18	18	35	33	0	17	14
African American	NC	222	3719	NC	100	98	NC	489	481	NC	38	43	NC	18	21	NC	31	29	NC	13	7
Hispanic	NC	1550	26645	NC	99	98	NC	477	478	NC	47	46	NC	19	20	NC	27	27	NC	6	6
Asian/Pacific Islander	--	136	1571	--	100	99	--	512	521	--	21	18	--	16	15	--	40	38	--	23	30
American Indian/Alaskan Native	NC	214	4729	NC	99	98	NC	469	468	NC	54	57	NC	19	19	NC	22	19	NC	5	4
White	NC	3539	37773	NC	99	99	NC	514	511	NC	19	20	NC	17	18	NC	40	41	NC	24	21
Students with Disabilities	NC	477	8801	NC	100	100	NC	440	448	NC	81	75	NC	11	13	NC	6	10	NC	2	2
Students without Disabilities	18	5197	66117	100	99	99	444	507	501	82	24	28	0	18	19	18	38	37	0	20	16
Limited English Proficient Students	NC	802	11706	NC	100	100	NC	467	454	NC	57	71	NC	18	16	NC	21	12	NC	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	18	2331	29785				433	479	477	89	46	47	0	19	20	11	28	26	0	8	6
Non-Economically Disadvantaged	NC	3343	45115				NC	516	508	NC	18	23	NC	17	18	NC	41	39	NC	25	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	5635	74503	96	99	99	373	479	491	68	13	9	23	37	32	9	42	51	0	8	8
All Students (Prior Year)	17	5441	69001	63	96	96	456	494	490	47	13	17	47	36	37	6	50	45	0	0	1
Female	NC	2744	36686	NC	99	99	NC	497	506	NC	8	5	NC	35	29	NC	47	57	NC	11	9
Male	19	2886	37644	100	98	98	372	461	476	74	18	13	16	40	36	11	37	45	0	6	6
African American	NC	219	3677	NC	100	97	NC	463	475	NC	21	12	NC	36	36	NC	36	46	NC	7	5
Hispanic	10	1545	26500	91	99	97	364	444	467	70	21	13	20	45	39	10	31	44	0	3	4
Asian/Pacific Islander	--	134	1566	--	100	99	--	497	537	--	11	5	--	32	23	--	44	55	--	13	18
American Indian/Alaskan Native	NC	208	4695	NC	96	97	NC	444	464	NC	23	14	NC	43	39	NC	29	44	NC	4	3
White	NC	3517	37606	NC	98	99	NC	495	508	NC	9	6	NC	35	28	NC	47	56	NC	10	10
Students with Disabilities	NC	472	8662	NC	100	100	NC	394	409	NC	48	37	NC	36	42	NC	15	20	NC	1	1
Students without Disabilities	17	5163	65841	100	99	98	389	486	499	59	10	7	29	38	32	12	44	53	0	9	8
Limited English Proficient Students	NC	795	11608	NC	100	100	NC	422	430	NC	30	23	NC	45	47	NC	23	28	NC	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	18	2304	29587				366	445	465	72	22	14	22	42	40	6	32	43	0	4	4
Non-Economically Disadvantaged	NC	3331	44898				NC	500	507	NC	7	7	NC	34	28	NC	48	55	NC	11	10

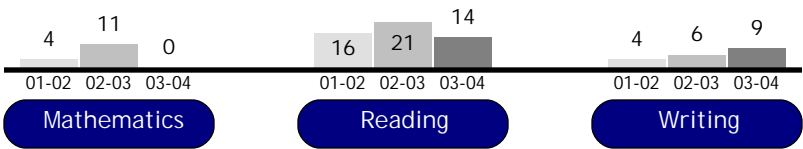
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	100	6	51	46	NC	NC	59	50	NC	NC	NA	55
	Language	100	4	45	43	NC	NC	53	46	NC	NC	55	49
	Mathematics	100	7	63	54	NC	NC	68	57	NC	NC	71	63
6	Reading	100	9	56	49	64	20	62	53	NC	NC	NA	56
	Language	100	6	47	42	73	12	53	45	75	NA	55	48
	Mathematics	100	12	71	58	59	41	75	62	75	NA	76	66
7	Reading	94	3	53	48	NC	NC	59	51	56	NA	NA	54
	Language	81	3	56	51	NC	NC	62	54	89	10	64	58
	Mathematics	100	10	67	54	NC	NC	74	58	100	19	75	62
8	Reading	100	9	54	49	68	27	58	53	57	NA	NA	55
	Language	96	11	51	46	84	11	56	49	71	5	58	52
	Mathematics	100	10	66	54	84	36	69	58	71	21	73	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

School Administrator(s)  
 Non-certified Employee(s)  
 Teacher(s)  
 Parent(s)  
 Community Member(s)  
 Student(s)

## Council Duties

Ü Parent/Educator Relations  
 Ü Instructional Strategies  
 Ü Promotion/Retention Issues  
 Ü Student Discipline  
 Ü School Safety Issues  
 Ü Extracurricular Activities

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	4.00	Teacher Aide	2.50

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	1	0	0
10 or more years	2	1	0	0

## Highly Qualified (NCLB) &amp; Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 6  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 5  
 Teachers with Emergency Certificaton. 0

## Resources Available at School Site

## Special Facilities

Ü Computer Lab  
 Ü Library

## Extracurricular Activities

Ü Tutoring

## Social Services

Ü Safe School Probation Services  
 Ü Anti-gang Funding  
 Ü Counseling Services

## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü 40 to 50 students achieve the top level and earn their way back to a mainstream school.
- ü Student achievement goals in writing, set by the staff, have been accomplished/met each year, as well as district academic achievement goals for the alternative setting.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	76	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 4-5	NC	NC
Grades 5-6	NC	NC
Grades 6-7	NC	55
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have instilled a level system enabling students to gain privileges as they learn new skills. Additionally we have a full-time probation officer, school resource officer, gang intervention programs provided by Mesa Police and Prehab.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Paul Johnson	(480) 472-5650
Transportation Policy	Ken Stone	(480) 472-6100
Community Resources	John Summers	(480) 472-5650
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization		
Student Health/Nurse	Terry Holiday	(480) 472-5650

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.